

**Brinscall St John's CE/
Methodist Primary School**



**Accessibility Plan
2026 - 2029**

Date of policy: Summer 2026

Date approved by Governing Body: Sum 2026

Review date: Summer 2029

Vision and Mission Statement:

Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each celebrate individual God given identities, and shine His light out into the world around us by the way that we live and through the actions we take.

Statement of intent

At Brinscall St John's CE/Methodist Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We aim to provide a safe, caring and happy environment where everyone feels valued and able to learn and achieve within a positive and supportive environment.

Brinscall St John's CE/Methodist Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan outlines how the proposals of the governing body of Brinscall St John's CE/Methodist Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). At Brinscall St John's we believe in providing the highest quality education for all our children within an atmosphere of Christian love and care.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Brinscall St John's CE/Methodist Primary School the Plan will be monitored by the Headteacher and evaluated by the Resources Ccmmitee. The current Plan will be appended to this document.

Aims

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

This Accessibility Plan should be read in conjunction with:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25
- Statutory Guidance on Supporting pupils at school with medical conditions;
- the following school policies, strategies and documents:
 - ✦ Admissions Arrangements
 - ✦ Health & Safety Policy
 - ✦ Special Educational Needs Policy
 - ✦ Special Educational Needs Information Report and School's Local Offer
 - ✦ Behaviour Policy
 - ✦ Emergency and Critical Incident Plan
 - ✦ School Improvement Plan
 - ✦ Children with health needs who cannot attend school Policy
 - ✦ Supporting Pupils with Medical Conditions, and Administering Medication Policy
 - ✦ Supporting Children with Medical Conditions Policy
 - ✦ Pupil Equality, Equity, Diversity and Inclusion Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee. An annual progress report will be shared with governors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

PLANNING DUTY 1:	ACCESS TO THE CURRICULUM: Assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
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SELF EVALUATION AUDIT/Current Good Practice:The school provides a differentiated and inclusive curriculum designed to meet the needs of all pupils. Teaching and learning activities are planned to ensure that pupils with disabilities are able to access the curriculum alongside their peers. Curriculum content includes positive representation of individuals with disabilities, and appropriate resources are adapted or provided to support pupils with additional needs. The curriculum is reviewed regularly to ensure that it remains inclusive, relevant, and responsive to the needs of all learners. Through careful planning for individual needs, the school aims to remove barriers to learning and promote full participation in educational activities wherever possible. While certain areas of the curriculum may present additional challenges, such as Physical Education for pupils with physical impairments, reasonable adjustments are made to support participation and engagement. Staff work to ensure that all pupils are able to take part in learning experiences to the greatest extent possible. Where appropriate, the school seeks advice and guidance from relevant external professionals to ensure that effective strategies, resources, and reasonable adjustments are in place. This supports the school’s commitment to enabling pupils with disabilities to access the curriculum on an equal basis with their peers.

Target	Strategies	Responsibility	Timescale	Outcome/Success criteria
Ensure all pupils with disabilities can access the curriculum	Audit curriculum accessibility and review teaching approaches to ensure inclusive practice and reasonable adjustments.	Headteacher, SENCo, Curriculum Lead	Annual review	Curriculum planning demonstrates inclusive practice and pupils with SEND access learning successfully.
Ensure staff are trained to support SEND	Conduct annual audit of training needs and provide targeted CPD on SEND and adaptive teaching.	Headteacher, SENCo	Annually	Staff demonstrate confidence and inclusive strategies in lessons.
Improve communication accessibility	Develop use of visual communication tools including Makaton where appropriate.	SENCo	Ongoing	Increased use of visual communication and improved pupil engagement.
Promote awareness of equality and disability	Plan assemblies and PSHE opportunities promoting diversity and inclusion.	Headteacher, PSHE Lead	Ongoing	Pupil voice shows increased understanding of inclusion and diversity.
Ensure school visits are accessible	Risk assessments consider accessibility and reasonable adjustments for all pupils.	Educational Visits Coordinator, SENCo	Ongoing	All pupils can participate in trips and enrichment opportunities.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum attempt to include disability sports	SENDCO / PE Lead	Ongoing	All pupils have access to PE and are able to excel

PLANNING DUTY 2:	PHYSICAL ENVIRONMENT: IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL FOR THE PURPOSE OF INCREASING THE EXTENT TO WHICH DISABLED PUPILS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.
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SELF EVALUATION AUDIT/Current Good Practice: The school environment is adapted, where required, to meet the needs of pupils and ensure accessibility for all. This includes appropriate corridor widths, a designated disabled parking bay, and accessible toilet and changing facilities. Throughout the school, corridors are kept clear and free from clutter to promote safe and easy movement for all pupils, including those with mobility needs. Within classrooms, furniture is arranged thoughtfully to ensure adequate space for movement and to support full participation in learning activities. The school is committed to maintaining an inclusive and accessible environment, and this approach is reflected in our outdoor provision. Outdoor areas are designed and maintained to ensure they are safe, accessible, and easy to navigate for all pupils. The school regularly reviews the physical environment to identify any potential barriers and to ensure that disabled pupils are able to fully access education and benefit from the facilities and services provided.

Target	Strategies	Responsibility	Timescale	Outcome/Success criteria
Ensure school environment meets accessibility needs	Conduct annual accessibility audit and address barriers where possible.	Headteacher, Governors	Annually	Accessibility barriers identified and improvements implemented.
Plan for individual access needs	Create individual access plans for pupils where appropriate and ensure staff awareness.	SENCo	As required	Staff understand and implement individual support strategies.
Ensure meetings and events are accessible	Hold meetings in accessible locations where required.	Headteacher	Ongoing	Parents and visitors can attend school events and meetings.
Ensure safe evacuation/invacuation for all	Develop Personal Emergency Evacuation/invacuation Plans where necessary.	Headteacher, SENCo	Reviewed annually	Safe evacuation/invacuation procedures are in place for pupils with disabilities.
Maintain clear access routes	Ensure corridors and fire exits remain clear and accessible.	All Staff	Daily monitoring	Safe movement throughout the school.

PLANNING DUTY 3:	INFORMATION: IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION WHICH IS READILY ACCESSIBLE TO PUPILS WHO ARE NOT DISABLED.
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SELF EVALUATION AUDIT/Current Good Practice: The school is committed to ensuring that information is accessible to all pupils, including those with disabilities. Information is provided in a variety of formats to support differing needs and to ensure that pupils are able to access learning materials and school communications effectively. Teaching staff adapt resources and provide appropriate support to ensure that information is presented in ways that meet individual learning needs. This may include the use of visual aids, simplified text, enlarged print, and differentiated materials where required. Digital platforms and assistive technologies are used, where appropriate, to enhance accessibility and support pupils in accessing information independently. Staff are mindful of the need to present information clearly and in formats that support understanding and engagement for all learners. Where additional support is required, the school works with relevant professionals to ensure that suitable strategies and resources are implemented. Through these approaches, the school aims to ensure that pupils with disabilities are able to access information in a way that is equitable with their peers.

Target	Strategies	Responsibility	Timescale	Outcome/Success criteria
Provide accessible written information	Identify services able to convert materials into alternative formats.	Office Staff, Headteacher	As required	Information available in accessible formats.
Ensure communications are accessible	Provide school communications in accessible formats when needed.	Office Staff	Ongoing	Parents and carers can access information effectively.
Improve visitor accessibility	Review accessibility of events and facilities for visitors.	Headteacher, SENCo	Annual review	Visitors with disabilities can access school facilities.

Consultation and Participation

Brinscall St John's CE/Methodist Primary School recognises the importance of working in partnership with pupils, parents, staff and external professionals when developing and reviewing accessibility provision. The views of pupils with disabilities and their parents or carers will be considered when identifying barriers to access and planning appropriate support.

Monitoring and Review

This Accessibility Plan will be monitored by the Headteacher and the Governing Body. Progress will be reviewed annually and the plan will be updated as required to reflect changes in legislation, school provision or pupil needs. The plan will be formally reviewed every three years.